

## DEE Draft Programme 2019

### Wednesday 11<sup>th</sup> September

2.30pm-4.00pm	Economics Network Associates' Meeting
4.00pm-5.00pm	Special Session: Collaborative project on "Teaching and assessing employability skills in economics"
6.00pm-8.00pm	Informal drinks

### Thursday 12<sup>th</sup> September

08.00-09.00	Registration		
09.00-09.40	Plenary: Lord David Willetts		
09.45-11.15	Parallel Sessions 1		
	<p><i>Session A, Attainment gaps</i></p> <p>1. How can we explain the BME attainment gap in university? Parama Chaudhury, Hannah Buttle, Otso Hao, Alessandro Topetta (University College London)</p> <p>2. What affects the attainment gaps among various demographic groups in economics? Stefania Paredes Fuentes (University of Warwick), Bahar Ghezelayagh and Stefania Sitzia (University of East Anglia)</p> <p>3. Designing unfair practice policies to encourage good academic practice in</p>	<p><i>Session B, Employability</i></p> <p>1. The employability skills gap in economics Cloda Jenkins (University College London) and Stuart Lane (Economics Network)</p> <p>2. An evaluation of the University of Greenwich Employability Passport (GEP): journeying into employability Gabriella Cagliesi, Denise Hawkes, Agnieszka Herdan, Katarina Thompson, James Zhou (University of Greenwich)</p> <p>3. Talking your way through employability: evaluative conversations to develop confidence and critical thinking in economics</p>	<p><i>Session C, Workshop</i></p> <p>1. LSE first year challenge - creating greater sense of community within economics departments Katarzyna Krajniewska (London School of Economics)</p> <p>2. Online learning: lessons from first-year undergraduate courses Erkal Ersoy and Robert Mochrie (Heriot-Watt University)</p>

## DEE Draft Programme 2019

	international students from business and economics Tim Burnett (University of Warwick)	Fabio Arico (University of East Anglia)	
11.15-11.45	Break and refreshments		
11.45-12.45	Parallel Sessions 2		
	<i>Session A, Economic games</i>  1. The microfinance game: a classroom activity to understand the dynamics of microfinance Javier Sierra (University of Salamanca)  2. Classroom experiments Adrian Gourlay, Chris Wilson, Anna Rita Bennato (Loughborough University)	<i>Session B, EN Session: Economics and the NSS</i>  1. Ten years of the National Student Survey Guglielmo Volpe, (Queen Mary University of London) and Alvin Birdi (University of Bristol)	<i>Session C, Workshop</i>  1. Using videos outside and inside the classroom Steven Proud and Christian Spielmann (University of Bristol)
12.45-13.45	Lunch		
13.45-15.15	Parallel Sessions 3		
	<i>Session A, Assessment</i>  1. Replacing multiple choice questions with a matrix puzzle to assess student understanding in economics William Bosshardt (Florida Atlantic University) and William Walstad (University of Nebraska-Lincoln)  2. Enhancing employability through authentic assessment: a consulting report in	<i>Session B, Data in economics courses</i>  1. Measuring the economy Georgia Tasker-Davies (Office for National Statistics)  2. Eradicating Data Phobia in Students Michael McCann (Nottingham Trent University) and Dean Garratt (Aston University)	<i>Session C, Workshop</i>  1. Encouraging the inquiring learner, from passive to active Mathilde Peron and Lilian Soon (University of York)

## DEE Draft Programme 2019

	<p>intermediate microeconomics Amrish Patel and Fabio Arico (University of East Anglia)</p> <p>3. Assessment and skill diversification in economics: a first-year undergraduate experience of a group video project Dimitra Petropoulou (London School of Economics), Panagiotis Arsenis and Miguel Flores Sandoval (University of Surrey)</p>	<p>3. Doing economics: teaching data with CORE Christian Spielmann and Alvin Birdi (University of Bristol)</p>	
15.15-15.45	Break and refreshments		
15.45-16.45	Parallel Sessions 4		
	<p><i>Session A, Active Learning</i></p> <p>1. Building capacities to help students learn in lectures Lilian Soon, Mathilde Peron, Michael Thornton and Laura Coroneo (University of York)</p> <p>2. Joining classrooms across borders Lilian Harding (University of East Anglia) and Gratiela Noja (West University of Timișoara)</p>	<p><i>Session B, Feedback</i></p> <p>1. Using formative assessment feedback and self-regulated learning to influence student engagement: tackling the wide distribution Pavlin Shipkov and Adam Cox (University of Portsmouth)</p> <p>2. Does feedback improve students' performance? Evidence from a final year compulsory module Peter Hughes, Antonio Rodriguez-Gil, Juliane Scheffel, Thereza Balliester-Reis (Leeds University)</p>	<p><i>Session C, Altruism</i></p> <p>1. Is altruism irrational? Fighting the stereotypic view on human behaviour during economics classes Tomasz Kopczewski and Iana Okhrimenko (University of Warsaw)</p> <p>2. Altruism and market efficiency: a proposal to change the syllabus Gherardo Girardi (St Mary's University)</p>
17.00-17.45	<p><i>Keynote:</i> Teaching the principles of nuanced economics, David Colander (Middlebury College)</p>		

## DEE Draft Programme 2019

19.30	Conference Dinner
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### Friday 13<sup>th</sup> September

09.00-09.30	Registration		
09.30-11.00	Parallel Sessions 5		
	<p><i>Session A, Teaching to different audiences</i></p> <p>1. Engagement, empathy and communication – teaching economics to business students Robert Riegler and Dean Garratt (Aston University)</p> <p>2. Blended learning for public engagement Parama Chaudhury and Cloda Jenkins (University College London)</p> <p>3. On the epistemological break in economics Pavel Kuchar (University of Bristol) and Erwin Dekker (Erasmus University)</p>	<p><i>Session B, Curriculum</i></p> <p>1. Curriculum structure, content and reform Giancarlo Ianulardo (University of Exeter)</p> <p>2. Economic history and the future of pedagogy in economics Christopher Colvin and Graham Brownlow (Queen’s University Belfast)</p> <p>3. Teaching with historical perspectives Daniela Tavasci and Luigi Ventimiglia (Queen Mary University of London)</p>	<p><i>Session C, Active learning</i></p> <p>1. Transformative learning and teaching in economics Prashan Karunaratne (Macquarie University)</p> <p>2. Constructive alignment: e-learning and assessment Silvia Dal Bianco and Parama Chaudhury (University College London)</p> <p>3. Political economy: a serious play Riccardo Soliani (University of Genoa) and Mario Morroni (University of Pisa)</p>
11.00-11.30	Break and refreshments		
11.30-13.00	Parallel Sessions 6		
	<i>Session A, Employability</i>	<i>Session B, Flipping the classroom</i>	<i>Session C, Student support</i>

## DEE Draft Programme 2019

	<p>1. Value added versus widening participation: the great employability debate Duncan Watson, Pete Dawson (University of East Anglia), Steve Cook (Swansea University) and Rob Webb (University of Nottingham)</p> <p>2. Determinants of student salaries in professional training year Miguel Flores Sandoval and Panagiotis Arsenis (University of Surrey)</p> <p>3. Schools of economics and business educational offer and employers' expectations in Romania (case study: Bucharest University) Camelia Staiculescu and Maria Liana Lacatus (Bucharest University of Economic Studies)</p>	<p>1. Flipped classes and peer marking: incentives, student participation and performance in a quasi-experimental approach Rabeya Khatoun (University of Bristol) and Elinor Jones (University College London)</p> <p>2. Flipping Core? The good, the bad and the ugly Carlos Cortinhas (University of Exeter)</p>	<p>1. Support services provided by universities, case study: career counselling at Bucharest University of Economic Studies Maria Liana Lacatus and Camelia Staiculescu (Bucharest University of Economic Studies)</p> <p>2. Understanding, supporting and teaching generation Z Katerina Raoukka (University of Bristol)</p> <p>3. Financial literacy and behavioural biases among university students Inna Pomorina, Isik Akin (Bath Spa University) and Ros O'Leary (University of the West of England)</p>
13.00-14.00	Lunch		
14.00-15.00	Parallel Sessions 7		
	<p><i>Session A, Research</i></p> <p>1. Why it works: using qualitative methods in economic education research William Bosshardt (Florida Atlantic University), Amanda Jennings (University of Delaware) and Peter Davies (University of Birmingham)</p>	<p><i>Session B, Recording lectures and class attendance</i></p> <p>1. Recording a lecture in higher education: is it good or bad? A holistic approach Emanuela Lotti and Panagiotis Giannarakis (University of Southampton)</p> <p>2. The effect of class attendance on student performance Dunli Li (University College London)</p>	

## DEE Draft Programme 2019

15.00-15.45	Economics Network Special Session
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